November 2003

1.8
Report
Benchmarks

In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students:

PreK-4:

A. Analyze a situation based on information gathered, and suggest a course of action based on the information, and
B. Discuss a situation or problem, then predict its possible outcomes based on information gathered.
C. Engage the reader and develop a controlling idea;
D. Use appropriate organizing structures; and
E. Use a range of appropriate elaboration strategies such as including appropriate facts and details , describing the subject or narrating a relevant anecdote.

5-8: Evidence PreK-4 applies, plus -

F. Organize information gathered through reading, interviews, questionnaires, and experiments so that a reader can easily understand what is being conveyed;
G. Establish an authoritative stance on a subject, and appropriately identify and address the reader's needs to know;
H. Include appropriate facts and details, excluding extraneous and inappropriate information; and
I. Develop a controlling idea that conveys a perspective on the subject.

9-12: Evidence PreK – 8 applies, plus -

J. Use a variety of strategies to develop the report, and
K. Organize text in a framework appropriate to purpose, audience, and context.

8th Grade Benchmarks

"Skis: What Makes Them Go Fast"	**5 / 3**
"A Day in the Life of an Egyptian Wife"	**5 / 3**
"Mexico vs. USA"	**4 / 3**
"Invention of the Pen"	**4 / 3**
"Marie-Sophie Germain"	**3 / 3**
"Hanoverian"	**2 / 2**
"Thomas Edison"	**2 / 2**
"Yellow Fever"	**1 / 2**

VERMONT NEW STANDARDS RUBRIC FOR REPORTS: WRITING TO INFORM

Standard 1.8 In written reports, students organize and convey information and ideas accurately and effectively.

Criteria	Score Point 5 Exceeds the Standards	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing
PURPOSE, STANCE VOICE/TONE (Controlling Idea) • Evidence of gathered information • Analysis of a situation followed by a suggested course of action • Prediction of possible outcomes of a situation • Appropriate stance • Anticipation of reader needs	Meets all the criteria listed in score point 4 and uses strategies not always thought of for reporting information – e.g., personal anecdotes or dramatization impart information in an entertaining way. Precise use of language conveys intent clearly and concisely. The writer may reflect on the significance of the information.	**A sense of purpose stated strongly or implied, unifies and focuses the report.** **Shows a clear sense of direction appropriate to its purpose.** **Stance is that of a knowledgeable person presenting relevant information (voice & tone).** **Context is clear throughout.**	States controlling idea/focus but may not use it effectively to unify report. Shows evidence of having a general rather than a focused purpose in presenting information. Stance is that of a person who has a desire to convey gathered information but sense of audience is vague (voice & tone). Establishes sufficient context.	Defines subject with a simple statement rather than controlling idea/focus. Conveys a lack of evident purpose. May be a monotone (voice & tone). May offer little context.	May only state topic. Rarely conveys writer's intent. Monotone (voice & tone). Stance is undeveloped. Seems unaware of reader concerns or needs; no context.
ORGANIZATION AND COHERENCE • Appropriate patterns: chronological; historical; specific to general; general to specific; causal; sequential; other, appropriate for specific report • Overall coherence	Shows an exceptional awareness of readers' concerns and needs. May demonstrate an unusual pattern or framework in which to embed information. The writer is extremely selective in presenting information, including relevant material and excluding that which would clutter the report.	**Organized in a pattern or framework suited to purpose, audience, and context.** **Strong overall coherence and balance; uses transitions. Tight construction without extraneous material.** **Compelling opening, strong informative body, and satisfying conclusion (organization).**	Generally uses a predictable pattern. Has overall coherence; uses some transitions. Clear beginning, middle, and end; may provide considerable information.	Usually shows an organized plan but may have digressions. Has general coherence, stays on topic but may show weak transitions between paragraphs or sentences. May have a lengthy opening and abrupt closure; may present random bits of information.	Shows little or no evidence of purposeful organization. May lack coherence; no transitions.
ELABORATION STRATEGIES, DETAILS • Using specific, concrete strategies • Comparing, contrasting • Naming, describing • Reporting conversation • Reviewing the history • Explaining the possibilities • Creating a scenario		**Uses a variety of elaboration strategies effectively and appropriately; cites references as needed.** **Details are relevant to the topic, purpose, and audience.** **Provides depth of information.**	General information, not well supported by concrete examples. Some information may be irrelevant.	Relies on general rather than specific details. May use irrelevant details, often presented in a list. May rely on opinion rather than facts.	Random, disconnected, and/or unfocused opinions with some scattered facts. Presents very little information.

Score Point 0 Unscorable There is no evidence of an attempt to write a report.

This rubric is adapted from materials created by the New Standards Project.

REPORTS

Reports: Standard 1.8 In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students: (PreK – 4) **a.** Analyze a situation based on information gathered, and suggest a course of action based on the information; **b.** Discuss a situation or problem, then predict its possible outcomes based on information gathered; **c.** Engage the reader and develop a controlling idea; **d.** Use appropriate organizing structures; **e.** Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject, or narrating a relevant anecdote (5 – 8) **f.** Organize information gathered through reading, interviews, questionnaires, and experiments so that a reader can easily understand what is being conveyed; **g.** Establish an authoritative stance on a subject, and appropriately identify and address the reader's need to know; **h.** Include appropriate facts and details, excluding extraneous and inappropriate information; **i.** Develop a controlling idea that conveys a perspective on the subject; (9 – 12) **j.** Use a variety of strategies to develop the report; **k**. Organize text in a framework appropriate to purpose, audience, and context.

REPORTS – Writing that results from gathering, investigating, and organizing facts and thoughts on a topic.

GLOSSARY

Citations – Acknowledgment and documentation of sources of information.

Context -The set of facts or circumstances surrounding an event or a situation.

Coherence – The arrangement of ideas in such a way that the reader can easily follow from one point to another. Quality writing is achieved when all ideas are logically integrated, arranged, connected, and clearly articulated.

Controlling Idea – This is the main idea that runs throughout the paper.

Elaboration – The development and expansion of ideas, characters, and descriptions by adding the right details; to be effective, details should be vivid, colorful, and appeal to the senses. Details can be descriptive, sensory, and/or reflective.

Focus – The concentration on a specific topic to give it emphasis or clarity.

Monotone – Writing that is without style, manner, or color. It reflects a sameness of words and tone without variation and becomes monotonous to read.

Purpose – The basic purpose of a report is to inform readers, to share facts, details, insights and conclusions about the topic.

Stance – The attitude or position of the author.

Thesis- A statement of the purpose, intent, or main idea. It is the writer's unifying, controlling idea about a topic. A thesis statement usually contains two main elements: a subject (internet) and the specific stance, feeling, or feature (the internet is a valuable research tool).

Tone – The writer's attitude toward the subject. Reports often have a serious, authoritative tone.

Topic – The subject covered in a piece of writing.

Transitions – Words or phrases that help tie ideas together; e.g., However, On the other hand, Since, First, etc.

HINTS:

A report should not be an "everything you wanted to know about…" paper. It should have a topic with a controlling idea/focus that controls the entire work.

Skis: What Makes Them Go Fast

When you are going down a hill on skis, attempting to go as fast as possible, you will probably try to get your body into the lowest tuck possible. Well, not necessarily. Your position on skis isn't the only thing that makes you go fast, and definitely not the most important. The aerodynamics of your tuck isn't really what makes you go fast, although it does contribute some. What really makes you go fast is the *camber* and *flex* of your skis, the *structure* of the ski base, and the waxes that you use. (I am talking specifically about cross-country skis, but the same basic principles apply to alpine skiing as well.)

The ski is not flat. There is a bend in the ski that creates an arch, and if you put a ski flat on the ground without any weight on it, there will be space under the middle of the ski. This bend in the ski is called *camber*. The camber flexes and distributes most of your weight on the ski to the tips and tails and leaves a little space under the ski where your foot is. If there were no camber, or too little camber, your weight would push the middle of the ski flat to the ground, creating more friction and making you go slower. This is why having the right type of ski for your weight is very important. If the ski is just right, meaning the right amount of space under your ski is in the right place, then you will go fast.

Your body position affects the flex of the ski. Many people think that getting in the lowest and most forward tuck will make you go the fastest. Aerodynamically, that is pretty true, but aerodynamics doesn't play that big of a part in how fast you go. In terms of flex, you definitely don't want to lean forward (Caldwell, 2003). When you move your body forward, that makes the ski distribute your weight to the front of the ski. (See

fig. 1). This digs the tip of the ski into the snow, slowing you tremendously. The optimal position for gliding downhill is to have your weight centered over the ski, if not putting a little weight back on the heel. This makes the most even distribution of weight to the tips and tails of your skis, without having too much weight on the front (Caldwell, 2003). (See fig. 2)

Another factor that affects how fast your skis glide is something called structure. Structure, as known as micro grooves, is a series of grooves in the thin layer of plastic that comes in contact with the snow, as known as Ptex, that channel the snow particles along the base of the ski.

There are two basic types of structure, linear structure, which are long parallel grooves running all the way along the base (see fig. 3), and cross structure which has long grooves but also grooves that run across the base. A good combination of these two structure types is the fastest. Linear structure works by reducing friction between the snow and the Ptex by channeling the snow crystals down along the base. Cross structure does the same thing but because of the grooves that run across the base, as the ski slides along the snow, the snow crystals "jump" from groove to groove as they go down the base (Underwood, and Alexander, 1998, pg. 1). This creates a sort of turbulence in the snow and water under the ski as it goes by. Now, remember, all this is happening almost microscopically under the ski. This turbulence helps to break the surface tension and suction between the ski and snow. Once the suction is broken, the ski will travel much faster. Wax also helps to do the same thing.

As you probably know, wax is melted in to the base of skis to make them go faster in certain snow conditions. But what I bet you didn't know was how the wax

makes your ski go faster. The Ptex is not completely solid, but has microscopic holes in it called *sinters* that are in a sort of honeycomb shape. The sinters absorb the wax into the base of the ski. If the base is dry, the sinters close and the wax is not absorbed properly. To prevent getting a dry base, regularly wax your skis.

The wax works in the same two ways as the structure. It either reduces friction between the snow and the ski, or keeps snow and water from creating suction with the base. Wax reduces friction by actually changing the hardness of the base (Caldwell, 2003). There are many kinds of wax, for all different temperature ranges. "Warmer" wax softens the base for warmer snow conditions and "colder" wax hardens the base for colder snow.

The final factor is how fast you glide on your skis is your tuck position. There are two basic tuck forms: the gliding tuck and the low tuck. The gliding tuck (fig. 5) is used for doing long turns and for going over bumpy ground. It is characterized by having the elbows tucked together in front of the chest, rounding out the upper body and making it more "egg-shaped." This creates a larger *aspect ratio*, the ratio of the length of your body in the direction of the air flow, to the length of your body perpendicular to the air flow. A larger aspect ratio means a more streamline position which means less drag. Another way to accomplish the same thing is to put the forearm a little lower and put it out in front of the chest to push air away from the chest so you don't make an air pocket. However, this style causes slightly more drag (Holden, 1998, pg. 3).

The low tuck (fig. 6) is used for long, straight areas and has the lowest amount of drag. In this position, the torso is held close to horizontal and the hands are held close to the face. It is important not to incorporate low tuck arm positions into a gliding tuck, as

many people do (Holden, 1998, pg. 3). Because the gliding tuck is so much more upright than the low tuck, the low and almost flat position of the low tuck creates an air pocket in the chest which greatly increases drag.

As you have seen, there are many contributing factors to how fast you glide on cross-country skis. The flex, structure, wax and body position all depend on each other to work properly and make you go fast. A ski that is right for your body weight, a good combination of linear and cross structure, the right wax for the snow temperature, and the right tuck will ensure that you go as fast as possible down the hill.

Bibliography

Caldwell, Zach. (2003, February, 6).

Underwood, John and Alexander, Erica. (1998). Skis and Stones Finally Mix. http://nensa.northcottweb.com/articles/nenn@htm. (2/7/03).

Holden, Michael S. (1998, Feb.) "The Aerodynamics of Skiing," Scientific American. Pg.3.

Standard 1.8
Grade 8 Report
Score Point – 5 / 3

Skis: What Makes Them Go Fast

When you are going down a hill on skis, attempting to go as fast as possible, you will probably try to get your body into the lowest tuck possible. Well, not necessarily. Your position on skis isn't the only thing that makes you go fast, and definitely not the most important. The aerodynamics of your tuck isn't really what makes you go fast, although it does contribute some. What really makes you go fast is the *camber* and *flex* of your skis, the *structure* of the ski base, and the waxes that you use. (I am talking specifically about cross-country skis, but the same basic principles apply to alpine skiing as well.) ← ***Necessary context***

Engaging beginning

Strongly stated purpose; italicized vocabulary helpful to reader

The ski is not flat. There is a bend in the ski that creates an arch, and if you put a ski flat on the ground without any weight on it, there will be space under the middle of the ski. This bend in the ski is called *camber*. The camber flexes and distributes most of your weight on the ski to the tips and tails and leaves a little space under the ski where your foot is. If there were no camber, or too little camber, your weight would push the middle of the ski flat to the ground, creating more friction and making you go slower. This is why having the right type of ski for your weight is very important. If the ski is just right, meaning the right amount of space under your ski is in the right place, then you will go fast. ← ***Connection to focus***

Variety of sentence structures and content-specific vocabulary contribute to effective tone

Your body position affects the flex of the ski. Many people think that getting in the lowest and most forward tuck will make you go the fastest. Aerodynamically, that is pretty true, but aerodynamics doesn't play that big of a part in how fast you go. In terms of flex, you definitely don't want to lean forward (Caldwell, 2003). When you move your body forward, that makes the ski distribute your weight to the front of the ski. (See fig. 1). This digs the tip of the ski into the snow, slowing you tremendously. The optimal position for gliding downhill is to have your weight centered over the ski, if not putting a little weight back on the heel. This makes the most even distribution of weight to the tips and tails of your skis, without having too much weight on the front (Caldwell, 2003). (See fig. 2)

References to drawings show an exceptional awareness of readers' needs

Another factor that affects how fast your skis glide is something called structure. Structure, as known as micro grooves, is a series of grooves in the thin layer of plastic that comes in contact with the snow, as known as Ptex, that channel the snow particles along the base of the ski.

Reference to focus

There are two basic types of structure, linear structure, which are long parallel grooves running all the way along the base (see fig. 3), and cross structure which has long grooves but also grooves that run across the base. A good combination of these two structure types is the fastest. Linear structure works by reducing friction between the snow and the Ptex by channeling the snow crystals down along the base. Cross structure does the same thing but because of the grooves that run across the base, as the ski slides along the snow, the snow crystals "jump" from groove to groove as they go down the base (Underwood, and Alexander, 1998, pg. 1). This creates a sort of turbulence in the snow and water under the ski as it goes by. Now, remember, all this is happening almost microscopically under the ski. This turbulence helps to break the surface tension and suction between the ski and snow. Once the suction is broken, the ski will travel much faster. Wax also helps to do the same thing.

Information is deeply elaborated, with references cited; evidence of synthesis in voice/tone

Transitions

As you probably know, wax is melted in to the base of skis to make them go faster in certain snow conditions. But what I bet you didn't know was how the wax makes your ski go faster. The Ptex is not completely solid, but has microscopic holes in it called *sinters* that are in a sort of honeycomb shape. The sinters absorb the wax into the base of the ski. If the base is dry, the sinters close and the wax is not absorbed properly. To prevent getting a dry base, regularly wax your skis.

Knowledgeable voice/tone

The wax works in the same two ways as the structure. It either reduces friction between the snow and the ski, or keeps snow and water from creating suction with the base. Wax reduces friction by actually changing the hardness of the base (Caldwell, 2003). There are many kinds of wax, for all different temperature ranges.

Continued, consistent, deep elaboration

"Warmer" wax softens the base for warmer snow conditions and "colder" wax hardens the base for colder snow.

The final factor is how fast you glide on your skis is your tuck position. ***Reference to focus***

There are two basic tuck forms: the gliding tuck and the low tuck. The gliding tuck (fig. 5) is used for doing long turns and for going over bumpy ground. It is characterized by having the elbows tucked together in front of the chest, rounding out the upper body and making it more "egg-shaped." This creates a larger *aspect ratio*, the ratio of the length of your body in the direction of the air flow, to the length of your body perpendicular to the air flow. A larger aspect ratio means a more streamline position which means less drag. Another way to accomplish the same thing is to put the forearm a little lower and put it out in front of the chest to push air away from the chest so you don't make an air pocket. However, this style causes slightly more drag (Holden, 1998, pg. 3). ***Knowledgeable voice/tone and use of technical terminology***

The low tuck (fig. 6) is used for long, straight areas and has the lowest amount of drag. In this position, the torso is held close to horizontal and the hands are held close to the face. It is important not to incorporate low tuck arm positions into a gliding tuck, as many people do (Holden, 1998, pg. 3). Because the gliding tuck is so much more upright than the low tuck, the low and almost flat position of the low tuck creates an air pocket in the chest which greatly increases drag.

As you have seen, there are many contributing factors to how fast you glide on cross-country skis. The flex, structure, wax and body position all depend on each other to work properly and make you go fast. A ski that is right for your body weight, a good combination of linear and cross structure, the right wax for the snow temperature, and the right tuck will ensure that you go as fast as possible down the hill. ***Satisfying conclusion ties all the information together***

Annotations and bibliography next page

Bibliography

Caldwell, Zach. (2003, February, 6).

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Score Point 5

This strongly focused report fulfills all the criteria for score point 4. In addition, it has "precise use of language"—italicized technical vocabulary and "an exceptional awareness of readers' needs"—diagrams to help the reader. The report has deep elaboration of only relevant material and does not include extra "information which would clutter the report."

Conventions – Score Point 3

The writing demonstrates control of grade-level conventions.

A Day in the Life of an Egyptian Wife

This morning I, Tiy, wife of the doctor, Menes, awake on the hard mud roof of my house. I know by the brightness of the sky that I am late getting up. I will have to hurry if I wish to get my husband's morning meal done on time.

I climb the ladder off the roof and head inside. I can already hear the sounds of the street waking up. First I get a tub of water from the river, and in it I wash off my hands. With my hands clean, I pour a clay gauntlet full of beer, and I fill a clay bowl with peas. Next I go to the place where we have freshly caught fish hanging on a piece of string. I attach the rest of these to a spit and light a fire to the papyrus roots, (which I had gathered the night before) under the spit. Meanwhile I put some figs on the table next to the peas. As soon as the fish is cooked through, I put it on the table. Just then my husband, Menes walks in. He washes his hands and then sits down at the table.

"Tiy! 'Morning. It will be a nice day today. The gods must be pleased, not a cloud in the sky. What is there for breakfast?" he asks me.

There is fish, peas, and figs. Where are you off to today?" I ask.

"I am off to Thebes this morning."

"What business do you have there? When will you be back?" I ask.

"I will not return until tomorrow afternoon. Many sailors have taken sick and they need my medical assistance, though they don't stand much of a chance of living. I think the gods are very angry at them for taking too many fish from the river."

"Oh, well, could you catch some fresh fish on the way back? We seem to be running low."

"Certainly, farewell."

My husband finishes the rest of his breakfast in silence and leaves. I gather some more figs as a breakfast for me and my two children, Sitre and Senmut. Then I go back up to the roof, where my children are sleeping.

“Time to wake up,” I tell them, as they sleepily come inside the house. They eat their figs, then run off in search of friends. After eating I wash my hands and go down to the river to get more water. I heat the water slightly on the fire, and hop in. How nice it is to have a bath in the morning.

After I have bathed, I call my children in and they take a bath too. I then take all of their clothes they and I wore yesterday, and with them go down to the river to do the washing. When I get back home, I find the children in the house. I shoo them outside and go into my room.

There I put green eye paint on, as well as red lipstick. I go outside, and call in my children.

“I have decided that we are going to go find fish today, even though your father will be here with more tomorrow.”

Cheers go up in the room, because it is fun to have a fishing day. I pack a lunch of beer, bread, and figs. Then we set off to the river. We go through the marketplace, and down to our little papyrus reed raft. There we sit and wait until we get a bite. I little way off, I see my sister. She still lives with my mother, because she is only at the age of ten. I am the oldest of my brothers and sisters at fifteen. I have been married to Menes for three years. I call out to her and she gives me a smile and points. I look in the direction she points in, there is my mother. She looks quite old, at twenty-seven. My father died last year at thirty; I hope I am lucky enough to live that long.

Three hours and fifteen fish later, it is time to go home. The gods have smiled upon us for we have many nights worth of fish. We finished off our lunch long ago, and are beginning to get hungry again. We pick up our line of fish and head home. Looking at the sun, I see that it is mid-afternoon. We walk back through the village and finally get home. By that time we are sweating in the burning sun.

I hang up all the fish and go get more water. I bathe the children firs, then hop in myself, the water is refreshing, and after I get out, I feel ready to start a new day. C*r*a*s*h! What is that? I run in to the other room, only to find that two clay plates, and one clay gauntlet have fallen to the floor.

"Oh no. I will have to make replacements for these before dinner," I mutter to myself, so stupid of me to have stacked them like that. The gods must have been angry that I took all the fish they gave me, and did not throw any back into the water.

What a silly thing I have done, I thought to myself. It is time to get out the pottery wheel. I get out the wheel and go outside to sit in the shade. I bring out my clay, which there is, to my dismay, only enough for one plate and one gauntlet. Oh well, we will have to buy more tomorrow. I expertly shape my cup on the wheel and then make the plate. I then leave them out in the sun to dry.

By the time I have finished my pottery making, it is time to get dinner ready. I fill the remaining three gauntlets with beer and make a fire. I put three fish on the spit and wait for them to cook. Meanwhile, I prepare a special bread, with a topping of garlic and onions. I take out a bowl and fill it with lettuce, cucumbers, and peas. When the fish are almost done cooking, I call in the children. The sun is setting and It is time to get the blankets set on the roof if we are going to sleep there for the night. They get the blankets

arranged. While they get them ready, I fill a pitcher with water, and the children come in. We all wash our hands and then sit down to dinner. We eat hungrily, it has been a fairly easy day, but we still worked up an appetite walking in the heat.

After dinner I bring my children into the other room to wash. Then it's on to the roof to go to sleep. I sing them a song and then go back inside. I clean up after dinner and clean the floor. I am getting very sleepy, and also go up to the roof. I had wanted to do the sewing today, but it is too dark now. I have to get up early in the morning, so I get into my "bed" and finally sleep.

Standard 1.8
Grade 8 Report
Score Point – 5 / 3

Title has focus of information

A Day in the Life of an Egyptian Wife

This morning I, Tiy, wife of the doctor, Menes, awake on the hard mud roof of my house. I know by the brightness of the sky that I am late getting up. I will have to hurry if I wish to get my husband's morning meal done on time.

Compelling opening sets context

I climb the ladder off the roof and head inside. I can already hear the sounds of the street waking up. First I get a tub of water from the river, and in it I wash off my hands. With my hands clean, I pour a clay gauntlet full of beer, and I fill a clay bowl with peas. Next I go to the place where we have freshly caught fish hanging on a piece of string. I attach the rest of these to a spit and light a fire to the papyrus roots, (which I had gathered the night before) under the spit. Meanwhile I put some figs on the table next to the peas. As soon as the fish is cooked through, I put it on the table. Just then my husband, Menes walks in. He washes his hands and then sits down at the table.

Language specific to time period conveys information

"Tiy! 'Morning. It will be a nice day today. The gods must be pleased, not a cloud in the sky. What is there for breakfast?" he asks me.

There is fish, peas, and figs. Where are you off to today?" I ask.

"I am off to Thebes this morning."

"What business do you have there? When will you be back?" I ask.

"I will not return until tomorrow afternoon. Many sailors have taken sick and they need my medical assistance, though they don't stand much of a chance of living. I think the gods are very angry at them for taking too many fish from the river."

Dialogue used effectively to convey information

"Oh, well, could you catch some fresh fish on the way back? We seem to be running low."

"Certainly, farewell."

My husband finishes the rest of his breakfast in silence and leaves. I gather some more figs as a breakfast for me and my two children, Sitre and Senmut. Then I go back up to the roof, where my children are sleeping.

"Time to wake up," I tell them, as they sleepily come inside the house. They eat their figs, then run off in search of friends. After eating I wash my hands and go down to the river to get more water. I heat the water slightly on the fire, and hop in. How nice it is to have a bath in the morning.

After I have bathed, I call my children in and they take a bath too. I then take all of their clothes they and I wore yesterday, and with them go down to the river to do the washing. When I get back home, I find the children in the house. I shoo them outside and go into my room.

Overall coherence and balance; uses transitions

There I put green eye paint on, as well as red lipstick. I go outside, and call in my children.

"I have decided that we are going to go find fish today, even though your father will be here with more tomorrow."

Cheers go up in the room, because it is fun to have a fishing day. I pack a lunch of beer, bread, and figs. Then we set off to the river. We go through the marketplace, and down to our little papyrus reed raft. There we sit and wait until we get a bite. I little way off, I see my sister. She still lives with my mother, because she is only at the age of ten. I am the oldest of my brothers and sisters at fifteen. I have been married to Menes for three years. I call out to her and she gives me a smile and points. I look in the direction she points in, there is my mother. She looks quite old, at twenty-seven. My father died last year at thirty; I hope I am lucky enough to live that long.

Authentic information embedded in wife's thoughts

Three hours and fifteen fish later, it is time to go home. The gods have smiled upon us for we have many nights worth of fish. We finished off our lunch long ago, and are beginning to get hungry again. We pick up our line of fish and

head home. Looking at the sun, I see that it is mid-afternoon. We walk back through the village and finally get home. By that time we are sweating in the burning sun.

I hang up all the fish and go get more water. I bathe the children firs, then hop in myself, the water is refreshing, and after I get out, I feel ready to start a new day. C*r*a*s*h! What is that? I run in to the other room, only to find that two clay plates, and one clay gauntlet have fallen to the floor.

"Oh no. I will have to make replacements for these before dinner," I mutter to myself, so stupid of me to have stacked them like that. The gods must have been angry that I took all the fish they gave me, and did not throw any back into the water.

Thoughtshots show insight into character and times

What a silly thing I have done, I thought to myself. It is time to get out the pottery wheel. I get out the wheel and go outside to sit in the shade. I bring out my clay, which there is, to my dismay, only enough for one plate and one gauntlet. Oh well, we will have to buy more tomorrow. I expertly shape my cup on the wheel and then make the plate. I then leave them out in the sun to dry.

By the time I have finished my pottery making, it is time to get dinner ready. I fill the remaining three gauntlets with beer and make a fire. I put three fish on the spit and wait for them to cook. Meanwhile, I prepare a special bread, with a topping of garlic and onions. I take out a bowl and fill it with lettuce, cucumbers, and peas. When the fish are almost done cooking, I call in the children. The sun is setting and It is time to get the blankets set on the roof if we are going to sleep there for the night. They get the blankets arranged. While they get them ready, I fill a pitcher with water, and the children come in. We all wash our hands and then sit down to dinner. We eat hungrily, it has been a fairly easy day, but we still worked up an appetite walking in the heat.

Writing is organized in a pattern suitable to purpose, audience, and context

After dinner I bring my children into the other room to wash. Then it's on to the roof to go to sleep. I sing them a song and then go back inside. I clean up after dinner and clean the floor. I am getting very sleepy, and also go up to the roof. I had

wanted to do the sewing today, but it is too dark now. I have to get up early in the morning, so I get into my "bed" and finally sleep. ⟵ ***Satisfying conclusion***

Score Point 5

This report meets al the criteria for score point 4. Ion addition, the writing imparts information in an entertaining way, and the framework in which the information is embedded is unusual, both score point 5 qualities. The writer is extremely selective in presenting the information and includes only relevant information. This perceptive piece demonstrates what it was like to be an Egyptian wife, with daily chores, problems, and emotions.

Conventions – Score Point 3

This writing demonstrates control of grade-level conventions.

Mexico vs. USA

Over April vacation my family and I vacationed in Playa del Carmen, which is on the Yucatan Peninsula about 30 miles south of Cancun. Not only was Mexico the most beautiful and exciting place I have ever been to, I also noticed a very different culture and a major difference in the ways of life of the local people and also the way in which the locals interact with the guests.

The first major cultural difference I noticed was while I was riding on the road to the golf course with my father. You see, Playa del Carmen is a fairly new tourist resort area and so there is a lot of new building going on. Sprouting up from the sides of the cobblestone roads were beautiful Spanish houses with nice landscaping, some even having pools, going for around 30-40 thousand American dollars. "How could these houses be selling for such a low price?" I asked myself. The reason for the low prices was because these people, who worked all day in the hot sun, were only being paid, on average, around 20 pesos a day. When the exchange rate is eight pesos for one American dollar, 20 pesos equals a little less than three dollars a day. The hourly rate at McDonald's is better than that. The reason the wages are so low, I think, is because they have no unions and if they quit there will be another person on the job in five minutes, so one person alone doesn't have very good odds of getting fair pay.

Another thing I noticed, while shopping in Mexico, was that the stores were very competitive. Walking down the street, storekeepers will run up to you offering low prices and good merchandise. In the US, stores advertise in newspaper, magazines, and on commercials, but in Mexico the advertising is much pushier.

Although I'm sure the storekeepers face rejection every day, I felt rude saying that I wasn't interested and just walking on by. It made me feel like I was being snobby, but I wasn't really, they were just being pushy. The reason that I felt uncomfortable, I think, was because in the US if you make eye contact with someone for too long is is considered rude and I just assumed that because things were different from home they were weird but the people in Mexico, I'm sure, considered me weird.

Another aspect of shopping that was different from the US was that in Mexico you are able to barter items down to lower prices. Again, when I was in the situation of bartering I would offer a lower price and they would say no so I paid full price. I felt rude, like I was ripping them off. Yet, our tour guide on our trip to Tulum, said that most people overcharged for their goods because they expected bartering from customers. I still couldn't do it but my father was able to get 10 pesos off on a piece of jewelry, which is only about 2.25, but he did better than I could do.

Another aspect that I felt incredibly different between Mexico and the US was how the natives, who worked at the resort, acted towards the guests. They were very nice and all but sometimes they would just stare, as if you were an alien from outer space. Many of the men would whistle and comment on how pretty they thought you were, and even though it was obviously in a joking way, and they meant no harm, I still sometimes felt uncomfortable because people don't act that way here. One day my mom was walking down to the beach and a man came up to her with a fake gun and cowboy boots and told her to give him a kiss on the cheek or he would shoot. At first my mother was terrified but she played along and laughed the rest of the way. I guess it was more of a funny experience than an uncomfortable one.

Another part of the vacation that I found to be very interesting was how alcohol was such a part of the daily life. A lot of times when I asked for drinks I was given alcoholic drinks. I didn't even think it was a matter of them thinking that I was 21 but a, matter of thinking that I was old enough.

The worst part about the whole trip was having to worry about drinking the water. We tried to only drink bottled but sometimes we slipped I think, and boy did we pay for it. We also had to try to stay away from fresh fruit because it was washed in the water.

In a nut shell my trip to Mexico was one of the best in my life. I enjoyed the beautiful surroundings and in the process learned a lot about a culture that I didn't have much information on. While I was on the trip I considered the local people to be "weird", but after analyzing my experiences I know that they are not weird just because they don't act the same as I do. They probably thought I was strange as well. Just because people are different doesn't mean that they are better or worse, it simply means that they are different, and if this fact had been acknowledged in the past many problems would have been solved with out resorting to violence.

Standard 1.8
Grade 8 Report
Score Point – 4 / 3

Mexico vs. USA

Over April vacation my family and I vacationed in Playa del Carmen, which is on the Yucatan Peninsula about 30 miles south of Cancun. Not only was Mexico the most beautiful and exciting place I have ever been to, I also noticed a very different culture and a major difference in the ways of life of the local people and also the way in which the locals interact with the guests.

Clear context

Focus/controlling idea is compare/contrast the cultures of US and Mexico

The first major cultural difference I noticed was while I was riding on the road to the golf course with my father. You see, Playa del Carmen is a fairly new tourist resort area and so there is a lot of new building going on. Sprouting up from the sides of the cobblestone roads were beautiful Spanish houses with nice landscaping, some even having pools, going for around 30-40 thousand American dollars. "How could these houses be selling for such a low price?" I asked myself. The reason for the low prices was because these people, who worked all day in the hot sun, were only being paid, on average, around 20 pesos a day. When the exchange rate is eight pesos for one American dollar, 20 pesos equals a little less than three dollars a day. The hourly rate at McDonald's is better than that. The reason the wages are so low, I think, is because they have no unions and if they quit there will be another person on the job in five minutes, so one person alone doesn't have very good odds of getting fair pay.

Effective use of elaboration strategies to compare housing costs and wages

Reflection on information

Another thing I noticed, while shopping in Mexico, was that the stores were very competitive. Walking down the street, storekeepers will run up to you offering low prices and good merchandise. In the US, stores advertise in newspaper, magazines, and on commercials, but in Mexico the advertising is much pushier.

Writer compares different aspects of the shopping experience

Although I'm sure the storekeepers face rejection every day, I felt rude saying that I wasn't interested and just walking on by. It made me feel like I was being snobby, but I wasn't really, they were just being pushy. The reason that I felt uncomfortable, I think, was because in the US if you make eye contact with someone for too long is is considered rude and I just assumed that because things were

Reflection

different from home they were weird but the people in Mexico, I'm sure, considered me weird.

Further elaboration; repetitive tranistions

Another aspect of shopping that was different from the US was that in Mexico you are able to barter items down to lower prices. Again, when I was in the situation of bartering I would offer a lower price and they would say no so I paid full price. I felt rude, like I was ripping them off. Yet, our tour guide on our trip to Tulum, said that most people overcharged for their goods because they expected bartering from customers. I still couldn't do it but my father was able to get 10 pesos off on a piece of jewelry, which is only about 2.25, but he did better than I could do.

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Personal observations and concrete language lead to knowledgeable tone

Another part of the vacation that I found to be very interesting was how alcohol was such a part of the daily life. A lot of times when I asked for drinks I was given alcoholic drinks. I didn't even think it was a matter of them thinking that I was 21 but a, matter of thinking that I was old enough.

The worst part about the whole trip was having to worry about drinking the water. We tried to only drink bottled but sometimes we slipped I think, and boy did we pay for it. We also had to try to stay away from fresh fruit because it was washed in the water.

Slight digression: water not really part of culture

In a nut shell my trip to Mexico was one of the best in my life. I enjoyed the beautiful surroundings and in the process learned a lot about a culture that I didn't have much information on. While I was on the trip I considered the local people to be "weird", but after analyzing my experiences I know that they are not weird just because they don't act the same as I do. They probably thought I was strange as well. Just because people are different doesn't mean that they are better or worse, it simply means that they are different, and if this fact had been acknowledged in the past many problems would have been solved with out resorting to violence.

Writer attempts to connect the information to a bigger idea

Score Point 4

The compare/contrast purpose effectively unifies this report based on personal observation and experience. The writer uses a variety of strategies to elaborate on the contrasts between the culture of the two countries. In addition, reflection on the experience is embedded throughout. Although the tone is knowledgeable, word choice in places is generic and repetitious.

Conventions – Score Point 3

The writing demonstrates control of grade-level conventions.

Invention of the Pen

Before the year 1888 people used the quill and ink method of writing. The construction of it was very easy; it was just a long feather with the tip cut at an angle. At the point of the quill there was a small slit going up for about a quarter of an inch. People then took these quills and dipped them into an ink well and they had to keep doing that in order to be able to write. Now we don't have to worry about dipping the tip in ink or worry about the tip breaking off, because of the mechanical structure of the ball point pen.

John Loud thought of the idea for the ball point pen and created it in 1888. He made it so he could mark rough surfaces of leather or hard paper. Later in 1916, Van Vechten Riesberg patented another version of the ball point pen. The first American to paten a version of the ball point pen was Milton Reynolds in Chicago during World War II. Georg and Ladislas (or Lazlo) Biro patented the first usable version in 1944.[1]

Lazlo was an editor of a small news paper and was frustrated with the fountain pens. He got frustrated with the time it took to fill a fountain pen, to clean up the smudges, and with the sharp point it would often scratch or tear through the newsprint paper. So Lazlo was determined to develop a better pen. Georg, his brother, was a chemist who started formulating better ink for this pen while Editor Lazlo started making a model for the pen. In 1943, they set up a factory in Argentina. When they started producing pens there, they were a flop. The ink depended on gravity to carry it to the ball and the ink was still either too thick or too runny. The brothers soon produced an ink that ran smoothly through out the pen and a person could hold it at a slant. The people who

[1] "Ball point pen", *Science and Technology*, Volume 3, 1983. Pages 344-345.

wanted them to most were the American pilots. Then they sent out a note to have the pen manufacturers produce similar pens to Biro's.[2]

The Americans had many problems producing this pen until Milton Reynolds came along and saw the Biro's pen. He figured that the patent had already expired. So Milton was the first American is have a working ball point pen. Soon the competition began between companies. One company said their pen could do this, and another said that. Then they found that the ball point pen still had many flaws and prices rapidly dropped for ball point pens. So Patrick J. Frawly and Fran Seech got together and made the first retractable and non-smearing ink ball point pens. Frawly became the big success and started the Papermate company. Later Marcel Bich came along and started the first inexpensive ball point pens widely known as Bic pens.[3]

The working principle of ball point pens is pretty simple. Ball point pens are operated by the use of a rotating steel ball that takes or delivers the ink from a reservoir within the pen to the paper.[4]

The ball point pens have four main parts. Those parts are the shell, reservoir, tube, and the tip. The shell is usually made of metal or hard plastic. Inside is the reservoir it is either metal or plastic filled with ink. The ink can be made in many different colors. One end of the reservoir is opened and the other end is closed off by a writing tube attached to it. Sometimes there is a grease plug which follows the ink down so it does not leak out. In the tube there is a little steel ball housed in a socket. Half of the steel ball is out to be able to roll the ink onto the paper. More expensive ball point pens have more parts. Some of

[2] Steven Caney, *Invention Book* (New York: Workman Publishing, 1985), p. 188-192.
[3] Ibid, p. 188-192.
[4] Volume 3, p. 344.

the extra parts are clips to clip onto papers, springs so the tip is retractable, and a button at the top to make the tip retractable.[5]

There are still future ball point pens to come. Soon they will over come the pencil. Who knows soon there might not even be pencils!

[5] Ibid, p. 344.

Standard 1.8
Grade 8 Report
Score Point – 4 / 3

Title includes focus

<u>Invention</u> of the Pen

Before the year 1888 people used the quill and ink method of writing. The construction of it was very easy; it was just a long feather with the tip cut at an angle. At the point of the quill there was a small slit going up for about a quarter of an inch. People then took these quills and dipped them into an ink well and they had to keep doing that in order to be able to write. <u>Now we don't have to worry about dipping the tip in ink or worry about the tip breaking off, because of the mechanical structure of the ball point pen.</u>

Engaging beginning sets context

Focus includes structure and invention of the pen

John Loud thought of the idea for the ball point pen and created it in 1888. He made it so he could mark rough surfaces of leather or hard paper. Later in 1916, Van Vechten Riesberg patented another version of the ball point pen. The first American to patent a version of the ball point pen was Milton Reynolds in Chicago during World War II. Georg and Ladislas (or Lazlo) Biro patented the first usable version in 1944.

Chronological organization; further context

Lazlo was an editor of a small news paper and was frustrated with the fountain pens. <u>He got frustrated with the time it took to fill a fountain pen, to clean up the smudges, and with the sharp point it would often scratch or tear through the newsprint paper.</u> So Lazlo was determined to develop a better pen. Georg, his brother, was a chemist who started formulating better ink for this pen while Editor Lazlo started making a model for the pen. In 1943, they set up a factory in Argentina. <u>When they started producing pens there, they were a flop. The ink depended on gravity to carry it to the ball and the ink was still either too thick or too runny. The brothers soon produced an ink that ran smoothly through out the pen and a person could hold it at a slant</u>. The people who wanted them to most were the American pilots. Then they sent out a note to have the pen manufacturers produce similar pens to Biro's.

Details are relevant to topic and purpose; appropriate elaboration

The Americans had many problems producing this pen until Milton Reynolds came along and saw the Biro's pen. He figured that the patent had already expired. So Milton was the first American is have a working ball point pen. Soon the competition began between companies. One company said their pen could do this, and another said that. Then they found that the ball point pen still had many flaws and prices rapidly dropped for ball point pens. So Patrick J. Frawly and Fran Seech got together and made the first retractable and non-smearing ink ball point pens. Frawly became the big success and started the Papermate company. Later Marcel Bich came along and started the first inexpensive ball point pens widely known as Bic pens.

References to focus; transition needed to connect two parts of controlling idea (chronology to mechanical structure)

The working principle of ball point pens is pretty simple. Ball point pens are operated by the use of a rotating steel ball that takes or delivers the ink from a reservoir within the pen to the paper.

The ball point pens have four main parts. Those parts are the shell, reservoir, tube, and the tip. The shell is usually made of metal or hard plastic. Inside is the reservoir it is either metal or plastic filled with ink. The ink can be made in many different colors. One end of the reservoir is opened and the other end is closed off by a writing tube attached to it. Sometimes there is a grease plug which follows the ink down so it does not leak out. In the tube there is a little steel ball housed in a socket. Half of the steel ball is out to be able to roll the ink onto the paper. More expensive ball point pens have more parts. Some of the extra parts are clips to clip onto papers, springs so the tip is retractable, and a button at the top to make the tip retractable.

Elaboration takes the form of describing the structure

There are still future ball point pens to come. Soon they will over come the pencil. Who knows soon there might not even be pencils!

Conclusion provides closure

Score Point 4

This research report has a clear focus (the invention of the mechanical ballpoint pen). Despite the lack of transitions, the writing has a clear organizational pattern and uses elaboration strategies effectively.

Conventions – Score Point 3

The writing demonstrates control of grade-level conventions.

Marie-Sophie Germain

Marie-Sophie Germain was born on April 1, 1776 in Paris, France. She was the middle daughter of Ambroise-Francois Germain and Marie-Madelaine Gruguelin.

When Marie was 13, she read about one of the great mathematicians, Archimedes. The story of Archimedes' life inspired Marie to become a mathematician herself.

Marie pursued her studies in math and was able to teach herself both Latin and Greek. She had someone give her lecture notes on math because women at that time did not study higher mathematics. Late at night Marie would cuddle up in her blankets and read about Newton and Euler while her parents slept. Marie almost never slept; she would be studying her books day and night. Her parents were alarmed at how Marie did nothing but study and read as a teenager. Marie's parents made several attempts to stop her. At one point, Marie's parents took away her heat, her light, and her clothes, but nothing could separate Marie from her books. Finally her parents accepted that she was virtually unstoppable, so they supported her in her studying.

When Germain was older, she never married nor did she obtain a professional position. Her father was the person who supported Marie financially.

Marie obtained lecture notes from many mathematicians and professors at the Ecole Polytechnique. At the end of Lagrange's lecture course on analysis, Marie submitted a paper whose originality and insight made Lagrange look for its author. Marie was afraid that her work would not be accepted because she was a woman. When Marie wrote letters to other mathematicians, she used the name Mr. LeBlanc.

Later Lagrange discovered that Mr. LeBlanc was really Miss Germain. But his respect for her remained and he became her sponsor and mathematical counselor.

Unfortunately Marie's education was disorganized and she never received the professional training she wanted.

Germain wrote to Legendre, another mathematician, about problems he brought up in his 1798 "Essai Sur La Theorie des Nombres." Later, Legendre used some of Germain's ideas in the second part of the theory that he developed.

Germain also wrote many letters to Gauss, the author of "Disquisitiones Arithmeticae." Between 1804 and 1809, she wrote over a dozen letters to him, at first using the name Mr. LeBlanc, because she worried she would be ignored because she was a woman.

Germain's identity was discovered by Gauss in 1806. When Gauss found out that Germain was the same person as Mr. LeBlanc, he gave her even more praise.

In 1808, the Insitut de France held a competition. Mathematicians were asked to formulate a mathematical theory of elastic surfaces and explain how it agrees with empirical evidence (scientific observation). Not many mathematicians attempted to find it. Germain spent two years working on her entry. Germain was the only person to enter the contest. However she did not win because her analysis was not considered to be very good.

The contest deadline was extended for two more years, and again she was the only person to enter. But again she didn't win the prize. Germain's third try was in the same extended contest in 1815. Her theorem finally won the prize: a medal and a kilogram of gold. The public was disappointed because Germain did not show up at the award ceremony. It is said that Germain thought the judges did not fully appreciate her work, and that the scientific community did not show the respect that seemed due to her.

As one biographer phrases it:

> "Although it was Germain who first attempted to solve a difficult problem, when others of more training, ability, and contact built upon her work, and elasticity became an important concept, she was closed out. Women were simply not taken seriously."

Germain continued to work in mathematics and philosophy until her death. Before her death, she outlined a philosophical essay, "Considerations General sur l'etat des sciences et des letters." Her paper was highly praised by August Comte.

Marie-Sophie Germain suffered from cancer in 1829. She died in June of 1831. On her death certificate, she was not named as a mathematician or a scientist, but just as a rentier, or property holder.

Standard 1.8
Grade 8 Report
Score Point – 3 / 3

Marie-Sophie Germain

Marie-Sophie Germain was born on April 1, 1776 in Paris, France. She was the middle daughter of Ambroise-Francois Germain and Marie-Madelaine Gruguelin.

When Marie was 13, she read about one of the great mathematicians, Archimedes. The story of Archimedes' life inspired Marie to become a mathematician herself.

Introduction needs hook and explicitly stated focus

Marie pursued her studies in math and was able to teach herself both Latin and Greek. She had someone give her lecture notes on math because women at that time did not study higher mathematics. Late at night Marie would cuddle up in her blankets and read about Newton and Euler while her parents slept. Marie almost never slept; she would be studying her books day and night. Her parents were alarmed at how Marie did nothing but study and read as a teenager. Marie's parents made several attempts to stop her. At one point, Marie's parents took away her heat, her light, and her clothes, but nothing could separate Marie from her books. Finally her parents accepted that she was virtually unstoppable, so they supported her in her studying.

Details support implied focus that Marie had a difficult time becoming a mathematician because she was a woman

When Germain was older, she never married nor did she obtain a professional position. Her father was the person who supported Marie financially.

Is this relevant to focus?

Marie obtained lecture notes from many mathematicians and professors at the Ecole Polytechnique. At the end of Lagrange's lecture course on analysis, Marie submitted a paper whose originality and insight made Lagrange look for its author. Marie was afraid that her work would not be accepted because she was a woman. When Marie wrote letters to other mathematicians, she used the name Mr. LeBlanc.

Reference to focus

Later Lagrange discovered that Mr. LeBlanc was really Miss Germain. But his respect for her remained and he became her sponsor and mathematical counselor. Unfortunately Marie's education was disorganized and she never received the professional training she wanted. ← ***Needs connection***

Germain wrote to Legendre, another mathematician, about problems he brought up in his 1798 "Essai Sur La Theorie des Nombres." Later, Legendre used some of Germain's ideas in the second part of the theory that he developed.

Writing lacks necessary context for people named

Germain also wrote many letters to Gauss, the author of "Disquisitiones Arithmeticae." Between 1804 and 1809, she wrote over a dozen letters to him, at first using the name Mr. LeBlanc, because she worried she would be ignored because she was a woman. ← ***Reference to focus***

Germain's identity was discovered by Gauss in 1806. When Gauss found out that Germain was the same person as Mr. LeBlanc, he gave her even more praise.

In 1808, the Insitut de France held a competition. Mathematicians were asked to formulate a mathematical theory of elastic surfaces and explain how it agrees with empirical evidence (scientific observation). Not many mathematicians attempted to find it. Germain spent two years working on her entry. Germain was the only person to enter the contest. However she did not win because her analysis was not considered to be very good.

Amount of elaboration is uneven; connection to implied focus would strengthen the coherence of the piece

The contest deadline was extended for two more years, and again she was the only person to enter. But again she didn't win the prize. Germain's third try was in the same extended contest in 1815. Her theorem finally won the prize: a medal and a kilogram of gold. The public was disappointed because Germain did not show up at the award ceremony. It is said that Germain thought the judges did not fully appreciate her work, and that the scientific community did not show the respect that seemed due to her. ***Context needs clarification***

As one biographer phrases it:

> "Although it was Germain who first attempted to solve a difficult problem, when others of more training, ability, and contact built upon her work, and elasticity became an important concept, she was closed out. Women were simply not taken seriously." ← ***Reference to focus***

Germain continued to work in mathematics and philosophy until her death. Before her death, she outlined a philosophical essay, "Considerations General sur l'etat des sciences et des letters." Her paper was highly praised by August Comte.

Marie-Sophie Germain suffered from cancer in 1829. She died in June of 1831. On her death certificate, she was not named as a mathematician or a scientist, but just as a rentier, or property holder.

Conclusion attempts to make connection back to implied focus

Score Point 3

This piece of writing has a controlling idea but does not use it effectively to unify the report. Elaboration of the information is uneven and not always connected to the central idea. In addition, lacking context causes problems for the reader. However, the writing contains considerable information and has a clear beginning, middle, and end.

Conventions – Score Point 3

The writing demonstrates control of grade-level conventions.

Hanoverian

This warm-blood horse was started as the crossingover of Thoroughbred, Arabian, East Prussian and English thoroughbreds. These old German breeds can be traced back to pre-christian times. This German horse became the great war horse of the Europian cavilry. In the 18th century the old Hanoverian breed was replaced by the modern breed of today.

The modern breed was started in Hanover Lower Saxony, Germany. It is well over 200 years old. The Hanoverian measures from 15.3 – 16.2 hands tall. Chestnut with white markings is the most famous color of this horse, other colors include – brown, black and grey.

The Hanoverian is a quiet gentle horse. He stands proud, head held high. The neck is long thick and muscular as is his back. He has powerful quarters and strong shoulders. His legs are clean and powerful. He has small feet and carries his head high.

The Hanoverian breed was founded in 1735 by George the 2nd, King of England. Strong stallions were mated with heavy local mares. This produced all-purpose agricultural horses in the medeival times.

In 1924 thoroughbreds were introduced for riding competition. They were used for cavalry remount and general farm work.

Three hundred years ago the Hanoverian was bred to serve as a strong carriage and military horse. Since World War 2, the breeding goal has been to produce a horse that will perform as well as a show horse. The Hanoverian is most successful in dressage and show jumping. This horse has an energetic trot, canter and gallop. The Hanoverian is well known as a competition horse in Germany and England.

In the 1940's 560 state stallions were bred with over 35,000 brood mares. In Germany this horse is the biggest breed. Hanover studs 16,000 mares, making it the biggest in the world. Other countries that use the Hanoverian for breeding are; Belgium, Denmark, Great Britain, Canada, Austria, Sweden, Southwest Africa, USSR and USA and a few others.

According to the Hanoverian Society's goals, stallions are masculine bearing and mares must carry a feminine expression. Hanoverian horses are expected to have a straight walk with no paddling, winging or crossing over. Movements should be big yet light and springy.

For the Hanoverian horse to be registered they must be AHS (AMERICAN HANOVERIAN SOCIETY) approved. Best mares should earn the title of "Elite Mare" when completing the mare performance test. Within two years stallions should complete and pass the "100 – DayStallion Performance Test". Eligibility for breeding is verified annually. The Hanoverian is expected to be a sport horse and a good partner for the pleasure rider.

In 1992 the Hanoverian won 13 medals in the olympics and four consecutive world breeding championships.

The popular Hanoverian auctions are held in Verden Germany in Spring and Fall.

Standard 1.8
Grade 8 Report
Score Point – 2 / 2

Hanoverian

This warm-blood horse was started as the crossingover of Thoroughbred, Arabian, East Prussian and English thoroughbreds. These old German breeds can be traced back to pre-christian times. This German horse became the great war horse of the Europian cavilry. In the 18th century the old Hanoverian breed was replaced by the modern breed of today.

Writing just begins; no purposeful introduction or context

The modern breed was started in Hanover Lower Saxony, Germany. It is well over 200 years old. The Hanoverian measures from 15.3 – 16.2 hands tall. Chestnut with white markings is the most famous color of this horse, other colors include – brown, black and grey.

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Subtopic--characteristics

The Hanoverian breed was founded in 1735 by George the 2nd, King of England. Strong stallions were mated with heavy local mares. This produced all-purpose agricultural horses in the medeival times.

Lapse in time

In 1924 thoroughbreds were introduced for riding competition. They were used for cavalry remount and general farm work.

Three hundred years ago the Hanoverian was bred to serve as a strong carriage and military horse. Since World War 2, the breeding goal has been to produce a horse that will perform as well as a show horse. The Hanoverian is most successful in dressage and show jumping. This horse has an energetic trot, canter and gallop. The Hanoverian is well known as a competition horse in Germany and England.

Subtopic—uses for horse—has some elaboration

In the 1940's 560 state stallions were bred with over 35,000 brood mares. In Germany this horse is the biggest breed. Hanover studs 16,000 mares, making it the biggest in the world. Other countries that use the Hanoverian for breeding are;

Subtopic--breeding

Belgium, Denmark, Great Britain, Canada, Austria, Sweden, Southwest Africa, USSR and USA and a few others.

According to the Hanoverian Society's goals, stallions are masculine bearing and mares must carry a feminine expression. Hanoverian horses are expected to have a straight walk with no paddling, winging or crossing over. Movements should be big yet light and springy.

Random topics and organization; weak or no transitions

For the Hanoverian horse to be registered they must be AHS (AMERICAN HANOVERIAN SOCIETY) approved. Best mares should earn the title of "Elite Mare" when completing the mare performance test. Within two years stallions should complete and pass the "100 – DayStallion Performance Test". Eligibility for breeding is verified annually. The Hanoverian is expected to be a sport horse and a good partner for the pleasure rider.

In 1992 the Hanoverian won 13 medals in the olympics and four consecutive world breeding championships.

The popular Hanoverian auctions are held in Verden Germany in Spring and Fall.

Abrupt closure; no conclusion

Score Point 2

This report is characterized by a lack of evident purpose. The writing has coherence and is organized within paragraphs, but the paragraphs seem in random order. The voice becomes a monotone. The lack of focus keeps the quantity of information from scoring at higher than a score point 2.

Conventions – Score Point 2

This writing is an example of inconsistent control of conventions. There are errors in capitalization, spelling, sentence structure and punctuation.

Thomas Alva Edison

Thomas Edison was born in Milan Ohio, on February 11th in 1847. He was the youngest of seven children. In 1837-1838 Thomas father was a pervious shingle manuvfactor who fled the Rebellion in Canada. After that his father became a single manufacture and land investor. Thomas' mother was a former teacher. When Thomas was old enough to go to school. He only had three months of school, because his teacher was unfair to him, so his mother took him out of school and tough him herself. All throughout his years of growing up Edison would ask a lot of questions. He had a very creative imagination.[1]

In 1854 Thomas was only seven years old when they moved to Port Huron, Michigan.[2]

In 1859 Edison sold candy, news papers, and so on. Edicon was always looking for some was to get money.[3]

When Edison was fifteen he published his own news paper. Edison loved to play practical jokes on people. Thomas loved to read and use his mind. Thomas first stated getting hearing problems he could only hear loud, sounds.[4]

In 1863 Edison saved a telegraphers son from a runaway box car. As a reward to Edison the telegrapher tough Edison the telegraph baseness.

In 1868 Edison moved to Boston, Massachusetts. As a telegraph operator.

In 1869 Edison moved to New York City.

In 1870 Thomas moved to Newark, new Jersey.

[1] "Edison", *World book Encyclopedia, Vol. 6, 1995, p. 77*
[2] Ibid, p. 77
[3] Ibid, p. 78
[4] Ibid p. 79

In 1887 Thomas Edison invented the greatest invention of all time. He invented the electric light. This invention lit up the world for people all over. People could stay out and work in the fields longer and then come in the house and do housework and other things.

In 1881 Edison and his men moved to New York City.

Edison patented (showed owner ship) for 1,093 inventions in his lifetime. Henry Ford once said that the period of Edison Should be called “The Age of Edison” because of all his contributions to everyone. Edison was called the “Wizard of Menlo Park”, because of his many inventions he made while he lived there.

Thomas tried the “field” of medison. Thomas was always trying to improve things. He would try anything. Thomas almost invented the radio, but went on to making the automatic energy. Edison was always trying to make divices that would work under ordinary conditions that could not easily get out of order, or that could be repaired easily.

People were always coming to Edison to improve their inventions.

At first when Edison started experimenting people would say that he was crazy. But them very same people came to find out how smart he really was.

I feel Thomas was a very smart man. If it was not for him we would not be as far in TECHNOLOGY.

Standard 1.8
Grade 8 Report
Score Point – 2 / 2

Thomas Alva Edison

Thomas Edison was born in Milan Ohio, on February 11th in 1847. He was the youngest of seven children. In 1837-1838 Thomas father was a pervious shingle manuvfactor who fled the Rebellion in Canada. After that his father became a single manufacture and land investor. Thomas' mother was a former teacher. When Thomas was old enough to go to school. He only had three months of school, because his teacher was unfair to him, so his mother took him out of school and tough him herself. All throughout his years of growing up Edison would ask a lot of questions. He had a very creative imagination.[1] ← ***Attempted focus?***

Lengthy opening

In 1854 Thomas was only seven years old when they moved to Port Huron, Michigan.[2]

In 1859 Edison sold candy, news papers, and so on. Edicon was always looking for some was to get money.[3]

Chronological list of details

When Edison was fifteen he published his own news paper. Edison loved to play practical jokes on people. Thomas loved to read and use his mind. Thomas first stated getting hearing problems he could only hear loud, sounds.[4]

In 1863 Edison saved a telegraphers son from a runaway box car. As a reward to Edison the telegrapher tough Edison the telegraph baseness.

In 1868 Edison moved to Boston, Massachusetts. As a telegraph operator.[5]

In 1869 Edison moved to New York City.[6]

In 1870 Thomas moved to Newark, new Jersey.

Irrelevant details presented in a list; no elaboration

In 1887 Thomas Edison invented the greatest invention of all time. He invented the electric light. This invention lit up the world for people all over. People

[1] "Edison", *World book Encyclopedia, Vol. 6, 1995, p. 77*
[2] Ibid, p. 77
[3] Ibid, p. 78
[4] Ibid p. 79
[5] Ibid, p. 78
[6] Ibid, p. 78

could stay out and work in the fields longer and then come in the house and do housework and other things.[6]

Date is out of order

In 1881 Edison and his men moved to New York City.

Edison patented (showed owner ship) for 1,093 inventions in his lifetime. Henry Ford once said that the period of Edison Should be called "The Age of Edison" because of all his contributions to everyone. Edison was called the "Wizard of Menlo Park", because of his many inventions he made while he lived there.

Slim connection to attempted focus, not supported by meaningful evidence

Thomas tried the "field" of medison. Thomas was always trying to improve things. He would try anything. Thomas almost invented the radio, but went on to making the automatic energy. Edison was always trying to make divices that would work under ordinary conditions that could not easily get out of order, or that could be repaired easily.

Some irrelevant information

People were always coming to Edison to improve their inventions.

At first when Edison started experimenting people would say that he was crazy. But them very same people came to find out how smart he really was. I feel Thomas was a very smart man. If it was not for him we would not be as far in TECHNOLOGY.

Conclusion attempts connection

Score Point 2

The writer of this report attempts a focus/controlling idea ("He had a creative imagination"), but has little evidence to support it. Much of the information, while organized chronologically is irrelevant to any sort of controlling idea. The writing has a lengthy opening and an abrupt conclusion. The tone becomes a monotone.

Conventions – Score Point 2

This writing demonstrates inconsistent control of grade-level conventions, with errors in spelling, capitalization, grammar and punctuation.

Yellow Fever

Yellow fever is an acute infectious disease, which lives in many areas of South America. (Yahoo.com pg. 1-2) It also lives in many areas of Africa.

The last time yellow fever was found in America it was 1905. It was located in New Orleans. (encyclopedia.com)

A female adedes magpie mosquito spreads yellow fever. The mosquito fiends a safe place to bread in water, the water is then drunken by people giving them the disease.

Yellow fever is also considered to be a virus, because it is not a living thing. It can't survive on it's own. (encyclopedia.com) You get yellow fever about 3 days after mosquito bites you. At first all you get is a headache and a fever.

This disease has many different symptoms. They are fever, chills, bleeding, rapid heartbeat, headache, back pains, and constipation are common. (Encyclopedia.com)

People can make large amount of moony off of this because tourist will only drink bottled water in these areas, people will charge up to 5 dollars a bottle.

Standard 1.8
Grade 8 Report
Score Point – 1 / 2

Yellow Fever

Yellow fever is an acute infectious disease, which lives in many areas of South America. (Yahoo.com pg. 1-2) It also lives in many areas of Africa.

No focus

The last time yellow fever was found in America it was 1905. It was located in New Orleans. (encyclopedia.com)

A female adedes magpie mosquito spreads yellow fever. The mosquito fiends a safe place to bread in water, the water is then drunken by people giving them the disease.

Random, disconnected facts about yellow fever

Yellow fever is also considered to be a virus, because it is not a living thing. It can't survive on it's own. (encyclopedia.com) You get yellow fever about 3 days after mosquito bites you. At first all you get is a headache and a fever.

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People can make large amount of moony off of this because tourist will only drink bottled water in these areas, people will charge up to 5 dollars a bottle.

No conclusion/closure

Score Point 1

This report has random, disconnected facts about yellow fever. There is no evidence of purposeful organization, no transitions or conclusion. In addition, it presents very little information.

Conventions – Score Point 2

The writing shows inconsistent control of grade-level conventions. There are errors in sentence structure, spelling, and comma usage.